SYLLABUS

SOC 3520: Race & Ethnic Relations
Tues/Thurs, 10:00-11:50am, Meiklejohn Hall, Room 4083
Winter Quarter 2018

Professor: Dr. Duke Austin, PhD, AKA “Dr. Duke,” “Dr. Austin,” or “Professor Austin”
Office: Meiklejohn Hall 3066
Office Hours: Tuesdays: 2:00-3:50pm, Thursdays: 4:00-4:50pm (beginning January 18), and by appointment
Email: duke.austin@csueastbay.edu
Office Phone: 510-885-4127 (Call during office hours only.)
Faculty Website: http://www.csueastbay.edu/directory/profiles/soc/austinduke.html

COURSE DESCRIPTION AND GOALS

This course challenges students to examine racial and ethnic stratification in the United States, including each student's own position within the nexus of race, ethnicity, and society. In this course, students will:

- Study the theoretical position that race and ethnicity are socially constructed.
- Understand that the stratification of race and ethnicity is a very real and tangible phenomenon that differentially creates barriers and opportunities that in turn effect life chances.
- Learn the difference between individual and institutional racism and the effects of each.
- Examine personal positions within racial and ethnic stratification.
- Acquire tools to combat both individual and institutional racism.

In addition, this course increases mastery of the following Program Learning Outcomes (PLOs) specific to the Sociology Program:

- PLO1: This course helps students understand social diversity with the ability to read and understand academic studies on and critically analyze cultural representations of populations subordinated by race/ethnicity, social class, gender and sexuality.
- PLO3: Through the guest lecture by members of the organization Beats, Rhymes, and Life, this course establishes community relationships with the ability to work collaboratively with community partners through internship placements in local social service agencies that are overseen by social service professionals.
- PLO4: With its focus on critical race theory, this course helps students understand theoretical issues with the ability to read, interpret, integrate, and synthesize abstract sociological arguments and theories.
- PLO5: With its focus on environmental racism and the environmental justice movement, this course will help students promote sustainability by acquiring knowledge of local, national, and global socioeconomic policies and practices that contribute to poverty, resource scarcity, violence, exploitation, and environmental degradation, as well as explore ethical, responsible alternatives to those policies.
REQUIRED COURSE MATERIALS


NOTE: The book is available in the Pioneer Bookstore and on reserve for free at the library. Do not purchase it online. It will not arrive in time. Instead, purchase it at the bookstore. The bookstore will match any online price, and you don’t have to worry about shipping. Alternatively, you can check out the book from the library reserves for free.

In addition, you will need:
- A computer with access to CSUEB Online/Blackboard ([bb.csueastbay.edu](http://bb.csueastbay.edu)).
- Microsoft Word. As a CSUEB student, you may download Microsoft Office for free by following the links on the following website: [http://www.csueastbay.edu/news/2015/06/06102015.html](http://www.csueastbay.edu/news/2015/06/06102015.html)

Once your account is activated, subscribe to “Today’s Headlines” newsletter and “Race Alerts.” See additional instructions in Blackboard > Course Materials. Email a screenshot from your horizon email account to the professor verifying this step is complete.

CSUEB Online/ BLACKBOARD
[bb.csueastbay.edu](http://bb.csueastbay.edu)

Course materials can be found on CSUEB Online (also known as Blackboard). You can access Blackboard at [https://bb.csueastbay.edu](https://bb.csueastbay.edu). Take the time to familiarize yourself with the resources the professor has posted to the course site.

ASSIGNMENTS AND GRADES

Your final grade will reflect your success in demonstrating your critical comprehension of the material. To do well in this class, most students will need to work hard and apply sustained effort throughout the course. That said, working hard does not guarantee an “A.” The final grade is based on the grades you have earned throughout the course. Grades will not be curved. Your grade will be composed of the following weighted components:

Your grade will be comprised of the following parts, broken down by weight:
- Reading Journals 20%
- Attendance 10%
- Vocabulary Quizzes 20%
- Exam 1 25%
- Exam 2 25%
- Extra Credit up to 4%

**Reading Journals**

The weekly reading journals help students complete, comprehend, and assess the general content of the readings. In addition, they allow the professor to gauge students’ progress in those areas. Complete instructions for the daily assignments can be found on Blackboard in the Course Materials tab.

Submit the reading journals via Blackboard before class on the day they are due. Submission links can be found in Course Materials > Weekly Journals. Late assignments are not accepted for any reason. However, your lowest (1) weekly journal grade will be dropped.
**Attendance**

Attendance will be taken each class period. If you arrive to class 0 to 9 minutes late or leave 0 to 9 minutes early, you will forfeit 2 out of 10 points on your daily attendance grade. If you arrive ten or more minutes late or leave 10 or more minutes early, you will receive a 0 for the day. Your lowest 2 attendance grades will be dropped.

**Vocabulary Quizzes**

There will be four vocabulary quizzes throughout the quarter. Each quiz will contain 10 multiple choice and fill-in-the-blank questions. The terms on the quiz come from your reading journals. I will not schedule make-up quizzes. However, your lowest (1) quiz grade will be dropped.

**Exams**

The exams are given in essay format. Unlike multiple-choice exams that tend to only test memorization and regurgitation, the exam in this course is meant to test higher levels of learning including comprehension, assessment, and application of the material to new scenarios. The final exam is not comprehensive.

Each exam will contain 4 concept identification questions and 1 essay question. An exam review guide containing approximately 50 concepts and 5 essay questions is already posted on Blackboard. The exact questions for the final exam are contained within the review guide. Therefore, students have no excuse for not being properly prepared for the exam.

I recommend that you complete the review guide as we progress through the course. You may bring drafts of your definitions and essays to office hours for review. That way, everything that will be on the exam has already been completed and reviewed.

Exams are taken at home and submitted to Turn-It-In via Blackboard.

**Extra-Credit**

In addition to helping students earn their desired grade, the extra-credit for this course is meant to help students apply course material to current events. The professor will announce current events that pertain to course themes via Blackboard. Students may also suggest events or articles for professor approval as possibilities for extra-credit. Students may complete up to 2 extra-credit assignments, each of which has the potential to earn up to 2 percentage points of the overall course grade. Instructions for extra credit assignments can be found on Blackboard.

**COURSE POLICIES**

**Appealing Your Grade**

If you feel that you have been given an unfair or incorrect grade on an assignment or exam, you may submit a written appeal within 10 days of receiving the grade. You are responsible for keeping all materials that have been graded and returned to you. If you cannot provide these materials, your grades cannot be appealed.

**Missing Class**

See the sections above for penalties for arriving to class late or leaving early. If you must miss class, contact a fellow student for class notes or read the class notes posted to the discussion board. Students who receive a 0 for 8 more class periods, regardless of the reason, will automatically fail the course.
**Discussion Board**

Use the discussion board to ask general course questions, current events, lecture notes, and extra credit. First, if you cannot find the location for the readings, ask your question on the discussion board. If you know the answer to someone else’s question, please answer it. Second, please post articles, videos, etc. that pertain to class topics to the discussion board, and feel free to post responses to other peoples’ posts. Third, you must post your lecture notes to the discussion board for the benefit of everyone if you have been given permission to use your laptop to take notes. Finally, you may also post possible extra-credit events to the discussion board. If approved by the professor, these events are available to everyone as extra-credit opportunities.

Take a moment to subscribe to discussion board email notifications. That way you will be informed when a post has been made to the discussion board. Perhaps someone else has already answered that question that you have been trying to solve!

**Equitable Participation Structure**

Unlike most classes, I do not call on volunteers to answer questions and participate in the discussion. I find that this results in a few students contributing to the bulk of the discussion while the majority of students stay out of the discussion. In order to empower a more democratic and equitable learning environment where everyone is asked to be a part of the discussion and to help everyone stay focused during the class, I use an equitable participation structure. This means that I will call on students randomly using notecards that I have shuffled. That way, everyone has the same probability of being called upon during the class. If I call on you, and you are able to contribute to the discussion, your card will go to the bottom of the deck. If you cannot answer the question or you pass, I’ll put you back in the middle to be called on again.

Sometimes, you may wish to participate in the discussion even though you have not been called upon. However, I ask you to limit yourself to raising your hands no more than 3 times during any class period. This will ensure that everyone has a chance to join the conversation.

**Email**

Email is the official means of communication for the university. You need to check your CSUEB email account every business day. Only email your professors using your CSUEB account, not your personal account. Keep in mind that the professor may not be able to respond to email for up to 2 business days. The professor does not respond to email on the weekends.

**Laptops and Other Electronic Devices**

Laptops, cell phones, and similar electronic devices must be silenced and placed in your bag (not on your desk or lap) except when they are needed for specific class-related activities. If you need to leave your phone on for emergency reasons, please notify me at the beginning of class.

To receive permission for using your laptop to take notes, you must email the professor with an explanation of how your laptop-generated notes will improve your performance in the course. You must also promise not to check email, social media, or other non-course related material during the class. If granted permission, you must post your lecture notes to the discussion board each and every class period in which you use your laptop.

Students who must be asked more than once to put away their phone or other electronic device will be asked to leave the classroom and will receive a zero on their daily reading journal grade.

**Additional University Policies**

Please refer to the common CSUEB syllabus items and university policies on Blackboard.
<table>
<thead>
<tr>
<th>Topic</th>
<th>Date</th>
<th>Readings Due Before Class on the Day Assigned</th>
<th>Vocabulary To Be Defined in the Reading Journal</th>
<th>Assignment &amp; Guest Speakers</th>
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<tbody>
<tr>
<td>1: American Values, Contemporary Trends</td>
<td>Tue, Jan 2</td>
<td>Class meets. No readings or assignments due.</td>
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<td></td>
<td>Thur, Jan 4</td>
<td>&quot;Appendix&quot; (Gallagher 2011), &quot;Kristen v. Aisha, Brad v. Rasheed&quot; (Braverman 2011), and &quot;Transformative Assets&quot; (Shapiro 2011) in <em>Rethinking the Color Line</em></td>
<td>Discrimination, Wealth Gap, Transformative Assets</td>
<td>Reading Journal due to Blackboard before Class</td>
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<td>Thur, Jan 4</td>
<td>&quot;Appendix&quot; (Gallagher 2011), &quot;Drawing the Color Line&quot; (Zinn 2011), &quot;Racial Formations&quot; (Omi &amp; Winant 2011), &quot;Defining Race &amp; Ethnicity&quot; (Snipp 2011) and &quot;Racialized Social System Approach to Racism&quot; (Bonilla-Silva 2011) in <em>Rethinking the Color Line</em></td>
<td>Cultural Selection, Melanin, Class Consciousness, Racism, Race, Racial Formation, Racialization, Administrative Definitions, Biological Definitions, Ethnicity, Race, Racialized Social Systems, Phenotype, Racial Contestation, Stereotype</td>
<td>Email Screenshot of NY Times Subscription before Class In-Class Quiz on Syllabus &amp; Dr. D’s Citation Guide</td>
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<td>2: The Social Construction of Race - Theory</td>
<td>Tue, Jan 9</td>
<td>How Our Skins Got Their Color (Harris 2011), &quot;Drawing the Color Line&quot; (Zinn 2011), &quot;Racial Formations&quot; (Omi &amp; Winant 2011), &quot;Defining Race &amp; Ethnicity&quot; (Snipp 2011) and &quot;Racialized Social System Approach to Racism&quot; (Bonilla-Silva 2011) in <em>Rethinking the Color Line</em></td>
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<td>Reading Journal due to Blackboard before Class</td>
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<td>Thur, Jan 11</td>
<td>No readings or assignments due.</td>
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<td>3: The Social Construction of Race - Examples</td>
<td>Tue, Jan 16</td>
<td>Defining Race (Davis 2011), &quot;A Tour of Indian Peoples and Indian Lands&quot; (Wilkins 2011), &quot;Asian American Panethnicity&quot; (Espiritu 2011), &quot;Beyond Black and White&quot; (Lee and Bean 2011) and &quot;The Possibility of New Racial Hierarchy in the 21st Century&quot; (Gans 2011)</td>
<td>Misccegenation, Hypodescent, Egalitarian Pluralism, Blood Quantum, Genocide, Cultural Bias, Pan-Asian Movement, Panethnicity, Black-Non-Black Divide, Dual Racial Hierarchy, Model Minority, Residuals, Biological Constructions, Ethnicity as Racial, Racial Tolerance</td>
<td>Reading Journal due to Blackboard before Class</td>
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<td>Thur, Jan 18</td>
<td>In-Class Vocabulary Quiz over Topics 1 &amp; 2. The quiz is 10, multiple-choice questions.</td>
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<td>4: Color-Blind Racism</td>
<td>Tue, Jan 23</td>
<td>&quot;Color-Blind Privilege&quot; (Gallagher 2011) and &quot;The Ideology of Color-Blindness&quot; (Guinier and Torres 2011) Use the extra time to prepare for Exam 1.</td>
<td>Color-Blindness, Optimal Ethnicity, Post-Race, Three Rules of Color-Blindness</td>
<td>Reading Journal due to Blackboard before Class</td>
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<td>Thurs, Jan 25</td>
<td>No readings or assignments due.</td>
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<td>5: Racism, A Critical Race Perspective</td>
<td>Tue, Jan 30</td>
<td>&quot;Prejudice as a Sense of Group Position&quot; (Blumer 2011), &quot;Race and Gender Discrimination&quot; (Sterba 2011), &quot;Discrimination and the American Creed&quot; (Merton 2011), &quot;The Possessive Investment in Whiteness&quot; (Lipsitz 2011), &quot;Laissez-Fair Racism&quot; (Bobo 2011), and &quot;How Does it Feel to be a Problem&quot; (Bayoumi 2011)</td>
<td>Prejudice as a Sense of Group Position, Discrimination, Reverse Discrimination, Merton's Typology (Four Parts), Bigot, Possessive Investment in Whiteness, De Jure Segregation, Urban Renewal, McCarthy, Laissez-Faire Racism</td>
<td>Reading Journal due to Blackboard before Class In-Class Vocabulary Quiz over Topics 3, 4, &amp; 5. The quiz is 10, multiple-choice questions.</td>
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<td>Exam 1</td>
<td>Thurs, Feb 1</td>
<td>Class does not meet. The take-home exam will be posted to Blackboard.</td>
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<td>Exam Time: 10:00am-12:00pm</td>
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<td>6: Race and Neighborhoods</td>
<td>Tue, Feb 6</td>
<td>&quot;Residential Segregation and Neighborhood Conditions in U.S. Metropolitan Areas&quot; (Massey 2011), &quot;White Space&quot; (Anderson 2015), and &quot;The Legacy of Caste&quot; (Anderson, Austin, Holloway, Kulkarni 2012)</td>
<td>Segregation, Index of Dissimilarity, Hypersegregation, Concentrated Poverty, White Space, Legacy of Caste, White Working Conception of Race, Black Working Conception of Race</td>
<td>Reading Journal due to Blackboard before Class</td>
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<td>Thur, Feb 8</td>
<td>No readings or assignments due.</td>
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*Guest Presentation by Professor Elijah Anderson.*
## COURSE CALENDAR

<table>
<thead>
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<td>7: Environmental Racism</td>
<td>Tue, Feb 13</td>
<td>Environmental Justice in the 21st Century (Bullard 2011), “Crisis in Black and White” (Austin and Miles 2006) – On Blackboard in Readings Section</td>
<td>Environmental Justice, Environmental Racism, Racial Apartheid, Global Dumping Grounds, White Experience of Katrina, Black Experience of Katrina</td>
<td>Reading Journal due to Blackboard before Class</td>
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<tr>
<td>Thurs, Feb 15</td>
<td>In-Class Vocabulary Quiz on Topic 5 (Esp. Handout) and Topic 6. The quiz is 10, multiple-choice questions.</td>
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<td>Thurs, Feb 22</td>
<td>No readings or assignments due. <strong>Class meets in UU-311 (Old Union).</strong></td>
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<td>9: Race, Media, Stereotypes</td>
<td>Tue, Feb 27</td>
<td>“Racism in Popular Culture” (Dirks and Mueller 2011), “The Media as a System of Racialization” (Bounds &amp; Littlefield 2011), and “Winnebagos, Cherokees, Apaches, and Dakotas” (Merskin 2011)</td>
<td>Contemptable Collectables, Minstrel Show, Contested Images, Leveling the Racial Playing Field, Pluralism, Historical Representations, Current Representations</td>
<td>Reading Journal due to Blackboard before Class <strong>Guest Presentation by Beats, Rhymes, and Life</strong></td>
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<td>Thurs, March 1</td>
<td>No readings or assignments due. <strong>Guest Presentation by Police Chief Boykins.</strong></td>
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<td>10: Strategies for Change</td>
<td>Tue, March 6</td>
<td>“Policy Steps toward Closing the Gap” (Lui et. al. 2011), “Ten Things You Can Do to Improve Race Relations” (Gallagher 2011) Use the extra time to prepare for Exam 2.</td>
<td>Human Assets, Income Assets, Financial Assets, Choose one Thing that You Will do to Improve Race Relations</td>
<td>Reading Journal due to Blackboard before Class</td>
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<tr>
<td>Thurs, March 8</td>
<td>In-Class Vocabulary Quiz on Topics 7, 8, &amp; 9. The quiz is 10, multiple-choice questions.</td>
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<th>Event</th>
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<tbody>
<tr>
<td>Additional Office Hours</td>
<td>Mon, March 12</td>
<td>No Class - Optional Office Hours 10:00-12:00</td>
</tr>
<tr>
<td>Exam 2</td>
<td>Tue, March 13</td>
<td>Class does not meet. The take-home exam will be posted to Blackboard. Exam Time: 10:00-12:00</td>
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